

Health Unit: Lesson 8

Objectives <i>Learners will be able to...</i>	Materials
<p>Life Skill: call to make an appointment</p> <p>Life Skill: call in an absence for self or child</p> <p>Life Skill: find health service locations on a building directory</p> <p>Listening/speaking: ask and respond to the question “Where is the <u>office</u>?”</p> <p>Literacy: read and understand common building directory vocabulary including ground floor, first, second, third, fourth</p> <p>Technology: identify key information (location and hours) on a clinic website</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Making an Appointment • Handout: Appointment Cards • Handout: I Can't Come to School Today • Handout: Reading Test Practice <p>Single Copies</p> <ul style="list-style-type: none"> • Sample Building Directory Signs

Lesson Plan

Warm up

Description: play “Simon Says” to review body part vocabulary

Materials/Prep: (none)

Review of Previous Lessons

Description: practice making an appointment and recording key information on an appointment card

Materials/Prep: copies of **Making an Appointment**, copies of **Appointment Cards**

Activity 1: Life Skill

Description: review calling in an absence for self or child

Materials/Prep: a few copies of **I Can't Come to School Today**

Activity 2: Technology

Description: find key information on a clinic website

Materials/Prep: see activity instructions for options

Activity 3: Listening & Speaking, Life Skill, Literacy

Description: practice asking for directions in a hospital or clinic and reading directory signs

Materials/Prep: **Sample Directory Signs**

Activity 4: Checking for Understanding

Description: practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Reading Practice Test**

Teacher Directions: Warm-Up: Listening and Speaking

Play "Simon Says" to review body part vocabulary.

Start by leading the game. Once learners understand the rules, call on learners to lead the game.

Teacher Directions: Review: Life Skills, Literacy -Materials: [Making an Appointment](#) , [Appointment Cards](#)

This is a repeat of yesterday's activity for more review. Try to find out who did not role-play yesterday and ask those learners to role-play today.

Step 1: Review the Dialogue

Review the dialogue as a whole class and in partners. Practice changing the date and time of the appointment

Making an Appointment

- Hello, Health Partners Clinic. How may I help you?
 Hi, I need to make an appointment.
- Patient's last name?

- How do you spell it?

- And the first name?

- And date of birth please.

- Can you come at 2:00 on Tuesday?
 No. That doesn't work for me. How about on Wednesday?
 Yes, that's OK.

Appointment Cards

Your Appointment

Patient's Name _____

Date: Mon. Tue. Wed. Thurs. Fri. Sat. _____

Time: _____

Your Appointment

Patient's Name _____

Date: Mon. Tue. Wed. Thurs. Fri. Sat. _____

Time: _____

Your Appointment

Patient's Name _____

Date: Mon. Tue. Wed. Thurs. Fri. Sat. _____

Time: _____

Step 2: Preview Appointment Cards

Use a projector to show the appointment cards. Model how to fill in the name, date, and time.

Step 3: Role-Play

Ask for two student volunteers to come to the front of the room and role-play making an appointment.

The rest of the class should listen to the role-play and record the information on an appointment card. (They may need to repeat the same role-play at least twice)

Repeat 3 times to fill out all the appointment cards.

Teacher Directions: Activity 1: Life Skills -Materials: [*I Can't Come to School Today*](#)

Step 1: Review the Messages

Practice both messages several times as a whole class.

Step 2: Independent Practice

Seat pairs of learners back to back so they cannot see each other. One will “call” to leave a message about themselves or their child. Their partner will write down the message in their notebook. The message should include the person’s name and why they cannot come to school.

I Can't Come to School Today

Call YOUR teacher.

Hello, this is _____ I can't come to school today.

- My child is sick.
- I am sick.
- I have an appointment.
- I don't have transportation.
- I'm working today.

I will be back on _____

Call your CHILD's teacher.

Hello, this is _____ My son/daughter _____ can't come to school today.

- My child is sick.
- She has an appointment.
- Her bus didn't come.
- She missed the bus.

_____ will be back on _____

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 29 Beginning Phone Unit

Teacher Directions: Activity 2: Technology

-Materials: copies of 2 nearby clinics’ webpages containing the hours and/or contact information or access to one or more computers in the classroom.

This activity is ideally done with either a single computer in the classroom connected to a projector or multiple computers that students can use. If you do not have access to computers, you can search for webpages before class and make paper copies of the information.

Step 1: Context

What clinic do you go to? Why do you go to *that* clinic? Did you go to another clinic before? Do you know your clinic’s phone number, address, or what time it opens on Monday?

Sometimes people use the Internet to look for information about clinics.

Step 2: Web Search

If you’re using print-outs: describe how you found the information (ex, *I opened the Internet, I typed Health Partners clinic...*)

If you’re using a projector: slowly demonstrate how to search for a specific clinic’s information. Give short simple explanations as you show each step (ex. *Open the Internet, click in this box, type Health Partners Clinic...*)

If you’re using individual student computers: review the steps by demonstrating with a projector or having everyone huddle around a single computer.

Step 3: Search for Key Information

Write 3 simple questions on the board, based on the information you found (ex. *What is the clinic address? What time does the clinic close on Fridays?*)

Learners write the questions and answers in their notebooks, they may work independently, in pairs, or small groups.

Teacher Directions: Activity 3: Listening & Speaking, Life Skill, Literacy

-Materials: [Sample Directory Signs](#)

Step 1: Context

Show the sample directory sign. On the board draw a building with 5 floors. Label each floor with 1st –First, 2nd –Second, etc...

Practice the pronunciation of the ordinal numbers 1st-5th.

Using the sample directory sign, ask: ***Where is the _____?***



Step 2: Teacher Models & Group Practice

On the board, create your own directory sign based on a fictional multi-story building that you draw on the board.

Step 3: Independent Practice

In their notebooks, learners draw a 5 story building and draw different services on each floor. Then they draw a directory sign for that building.

Teacher Directions: Activity 4: Literacy

- Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this **activity will be done like a test**.* During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Reading Test Practice

Heartland Medical Center

Lab	2 nd Floor
Clinic	3 rd Floor
Emergency Room	1 st Floor
Waiting Room	1 st Floor
Pharmacy	2 nd Floor

1. Where is the clinic?
A. On the ground floor
B. On the first floor
C. On the second floor
D. On the third floor

2. Where is the waiting room?
A. On the ground floor
B. On the first floor
C. On the second floor
D. On the third floor

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 55 Beginning Health Unit 4

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Making an Appointment

- Hello. Health Partners Clinic. How may I help you?

- Hi. I need to make an appointment.

- Patient's last name?

- _____.

- How do you spell it?

- _____

- And the first name?

- _____.

- And date of birth please.

- _____.

- Can you come at 2:00 on Tuesday?

- No. That doesn't work for me. How about on Wednesday?

- There is a 4:30 on Wednesday.

- Yes, that's OK.



Appointment Cards

Your Appointment

Patient's Name _____
First last

Date: Mon. Tues. Wed. Thurs. Fri. Sat. ____/____/____
Month Day Year

Time: _____

Your Appointment

Patient's Name _____
First last

Date: Mon. Tues. Wed. Thurs. Fri. Sat. ____/____/____
Month Day Year

Time: _____

Your Appointment

Patient's Name _____
First last

Date: Mon. Tues. Wed. Thurs. Fri. Sat. ____/____/____
Month Day Year

Time: _____

I Can't Come to School Today

Call YOUR teacher.

Hello. This is _____. I can't come to school today.

- My child is sick.
- I am sick.
- I have an appointment.
- I don't have transportation.
- I'm working today.

I will be back on _____.

Call your CHILD's teacher.

Hello. This is _____. My son/daughter _____ can't come to school today.

- My child is sick.
- She has an appointment.
- Her bus didn't come.
- She missed the bus.

_____ will be back on _____.



Reading Test Practice

Heartland Medical Center

Lab	2 nd Floor
Clinic	3 rd Floor
Emergency Room	1 st Floor
Waiting Room	1 st Floor
Pharmacy	2nd Floor

1. Where is the clinic?

- A. On the ground floor
- B. On the first floor
- C. On the second floor
- D. On the third floor

2. Where is the waiting room?

- A. On the ground floor
- B. On the first floor
- C. On the second floor
- D. On the third floor